

NATIONAL CONGRESS BULLETIN

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ON THE ADMINISTRATIVE FRONT

THE Board of Managers of the National Congress of Parents and Teachers, meeting in executive session at Atlanta, Georgia, September 24 to 27, went into action along a front that extends over the entire range of child welfare work on a nation-wide scale.

• *Federal Aid for Rural Schools*

The following telegram was dispatched to President Roosevelt: "The Board of Managers of the National Congress . . . is deeply distressed over the plight of the rural schools, in which are enrolled half the nation's children. The war emergency has drawn thousands of rural teachers into war industries and the armed services. This situation is growing worse owing to grossly inadequate salaries paid to rural teachers. Federal aid is the only immediate solution of this serious problem. Since Federal aid is in keeping with your program of salary adjustments, we earnestly appeal to you to use your high office to secure and make available Federal funds to meet this need, in order that fifteen million rural children shall not be deprived of education, the birthright of every American child."

• *Resolutions on Inflation*

Taking cognizance of the menace to national welfare of the inflation that usually accompanies war and of the strategic position in national life occupied by members of the parent-teacher association, the Board of Managers resolved "... that the threat of inflation is a threat to the national economy, to the effectiveness of the war effort, and to existing standards of family life; and that . . . the Board of Managers invite the thousands of local units of the National Congress of Parents and Teachers to support in all practicable ways efforts that are being made to forestall inflationary trends; that among these may be mentioned the promotion of public forums, the stimulation of individual interest in upholding price ceilings, the distribution of government bulletins and the use of exhibit materials, the acceptance of and personal participation in rationing of scarce and essential commodities, and

the discussion of the over-all seven-point anti-inflation program proposed by the President and adopted by OPA."

• *Identification and Registration of Children*

In a second telegram to the President of the United States, the Board of Managers urged that immediate steps be taken to guarantee an adequate budget and the necessary authority to the proper agency for providing a uniform national system of identification and registration of all children. The committee assigned to work on this problem reported that eleven states have plans for registration of children and that four states are able to report definite constructive accomplishments. State congresses are urged to request members of the Congress of the United States in Washington, D. C., to use their influence.

• *Schools at War Program*

Cooperation with the Schools at War program, a nation-wide plan of action toward victory sponsored by the War Savings Staff of the Treasury Department and by the U.S. Office of Education and its Wartime Commission, was endorsed. This program is set up to enlist the cooperation of all schools—public, private, and parochial—in an all-out war effort along all the major established lines of endeavor (conservation, salvage, war savings, etc.). To each school that participates and submits a scrapbook of war activities will be given a certificate of service. A "liberty brick"—one of the original bricks from Independence Hall—will be awarded to every state and territory whose schools enlist.

• *Adoption and Guardianship*

On the basis of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship as revealed by survey reports submitted by the state congresses of forty-three states, the special survey committee recommended to the Board that the legislative committee of each state con-

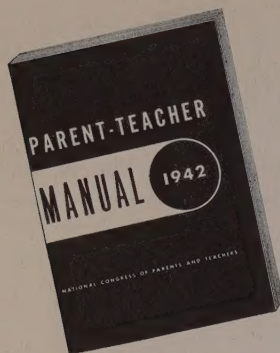
gress appoint a special subcommittee to study the state laws as to:

1. Prevention of indiscriminate placing of children.
2. Establishment of a trial period prior to entry of the order of adoption.
3. Mandatory investigation by trained workers of the adoptability of the child prior to his final transfer for placement in an adopting home.
4. Mandatory investigation by trained workers of the propriety of the adoption and of the adopting home.
5. Action to make available to the court in all cases and to the attorneys in contested cases the report and recommendations of the investigating social agency.
6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption.
7. Prevention of indiscriminate advertising of children for adoption.

The committee further recommended that (a) when any of the aforementioned provisions are lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (b) that, when new state laws are to be drafted, specialists in this field be consulted (refer to Children's Bureau, U.S. Department of Labor); and (c) that the promotion of activities directed toward improving the laws covering adoption and guardianship be made a nation-wide parent-teacher project. These recommendations were adopted by the Board.

• *Other Wartime Measures*

The Board of Managers announced continued cooperation with the Victory Book Campaign and with the drive to promote war bonds and stamps. Questions of child labor and vocational adjustment were stressed. It was pointed out that the significance of all these issues, tremendous even in time of peace, is accentuated and heightened in times like the present, when so many adverse forces threaten both established practices and new projects for child welfare. Moreover, all items of the war program are variations and extensions of the regular parent-teacher program and should be delegated either to committees already active in the association or to committees that can be created as a part of regular parent-teacher work.



NEW LEADERS ARE ASKING . . .

"Where Can I Learn More About My Job?"

THE *Parent-Teacher Manual* contains basic information as to the objectives, structure, policies, methods of procedure, and program of the National Congress of Parents and Teachers and all its subdivisions, i.e., state, district, council, and local organizations. The *Manual* is an exceptionally valuable publication. It is compact, comprehensive, and definite. It should always be kept handy for reference.

In undertaking new positions of leadership, all of us have some questions in mind. It may be safely assumed that the more questions a new leader has, the better that leader's chances of success. Therefore, for the guidance of leaders new and old, we have selected fifty probable questions that can be answered quickly and practically by referring to the *Manual*. It is hoped, too, that the questions will serve to stimulate an initial study of the book.

Questions by the President of a Local Parent-Teacher Association

1. Q. Why, in general, do we have parent-teacher associations? What are we aiming to do? I know I shall be asked these questions. What is the best answer?
A. See OBJECTS in front of MANUAL. FOREWORD, by the national president, on the next four pages, and POLICIES AND PRINCIPLES, on the following two pages, should also be read carefully.
2. Q. What are the first things I should do? I must fulfill all my obligations. Where can I find out what they are?
A. On pages 27 and 28.
3. Q. On page 27 I read: "Presiding at meetings is one of the important duties of the president." I feel the need of more information as to correct parliamentary procedure. Can the MANUAL supply this?
A. See pages 203 to 213.
4. Q. I should like to feel certain that I always speak correctly when discussing parent-teacher work. Does the MANUAL have a section on proper parent-teacher terminology?
A. See pages 218 to 220.
5. Q. I should know what to expect of my fellow officers. Where can I find what they are supposed to do?
A. On pages 29 to 35.
6. Q. Since, as we have been told so many times, the "all-inclusive" membership card means that when we join a local unit we thereupon become members of local, state, and national organizations, I should know certain basic facts about the National Congress of Parents and Teachers. Where may I find these?
A. On pages 3 to 6.

7. Q. As a matter of fact, while I know a good deal about my own association and have listened to some reports of other local units at county council meetings, I really know very little about the work done in other places. Where can I get more information about a local Congress unit?
A. On pages 7 to 23.
8. Q. We have certain standing committees in our association, and for quite a time now we have added no new ones. Perhaps if I knew what other committees should do, I could talk to our executive committee and we might decide to include more committees. This would enable us to use more of our members in positions of leadership and at the same time to broaden the scope of our work. Where may I find information about other committee activities?
A. See pages 45 to 199.
9. Q. The answer to question 8 covers 154 pages. I wish I had a list of committees and could read about those in which I am especially interested.
A. See part III of CONTENTS, page xiii and xiv in front of MANUAL.
10. Q. Does the National Congress have a special prayer?
A. Yes. See page 231.

Questions by the Vice-President

1. Q. Now that I have accepted the vice-presidency of our P.T.A., I had better find out what I am supposed to do. Where can I learn this?
A. See page 29.
2. Q. "Presides at meetings in the absence of the president." Ah! Then I should acquaint myself with the definite order of business at meetings, etc. Where shall I look?
A. On pages 18 to 21.

3. Q. Suppose our president should be unable to preside at a meeting of the executive committee! Where can I get some help for this emergency?
A. See pages 21 and 22.

Questions by the Secretary

1. Q. We were told by our installing officer that the secretary of a P.T.A. has a very responsible office. Where may I find detailed direction for my work?
A. See pages 29 to 31.
2. Q. "... acquaintance with parent-teacher objects, policies, and methods." Where can I get acquainted with these important matters?
A. See OBJECTS in front of MANUAL; also pages ix and x and pages 10 to 23.

Questions by the Treasurer

1. Q. Of what does the work of the treasurer consist?
A. See pages 32 to 34.
2. Q. "Studies carefully all references to dues and finance in the *Manual*." Am I to serve as a member of the budget and finance committee? Where are these references to be found?
A. Pages 13 and 14; page 15, section 4; pages 52 to 54.

Questions by Historian

1. Q. It is easy to write at length about our association, but I know that a history should contain only certain important highlights. I wonder just what these are.
A. See pages 34 and 35.

Questions by Congress Publications Chairman

1. Q. Mrs. A., who preceded me as Congress Publications chairman, gave me many attractive-looking pamphlets and leaflets. I know these are valuable, and I am eager to put them to their fullest use. What are my objectives?
A. See page 66.

2. Q. Now that we have these goals, what plans and preliminary procedures shall we undertake?
A. See pages 66 and 67, 7 points.
3. Q. What activities will best promote the wise and full use of Congress publications?
A. See pages 67 to 69, 14 points.

Questions by Membership Chairman

1. Q. In efforts to secure members, I feel the need of some sound reasons to give to whomever I am trying to interest. What should it mean to be a member of a parent-teacher association?
A. See page 116.
2. Q. Why should all parents, especially, become members?
A. See page 116.
3. Q. What are the duties of the membership committee?
A. See pages 117 and 118.
4. Q. Should there be a time when we make a concentrated effort to secure new members? How may we go about this?
A. See page 117, *Suggested Activities*.

Questions by Founders Day Chairman

1. Q. What is the main objective of the Founders Day committee?
A. See page 148.
2. Q. How may we best proceed toward this objective?
A. See page 149, 6 points.

Questions by Program Chairman

1. Q. What is the chief objective of the program committee?
A. See page 146.
2. Q. Are there suggested plans for this committee?
A. Yes. See page 146.
3. Q. What are its duties?
A. See pages 147 and 148, 5 points.
4. Q. Certain activities are appropriate for certain months. Where may I find a list of these?
A. On pages 221 and 222.

Questions by Budget and Finance Chairman

1. Q. Who should act as members of the budget and finance committee?
A. See page 52, *second paragraph*.
2. Q. What are the duties of this committee?
A. See page 53, 7 points.
3. Q. Who approves the budget after the committee prepares it?
A. See page 52, *fourth paragraph*.
4. Q. What is the value of a budget?
A. See page 52, *fifth paragraph*.

5. Q. What items are usually included in the budget of a local P.T.A.?
A. See page 54.
6. Q. Are there certain standards or guides for money raising by Congress units?
A. See pages 223 and 224.

Questions by Hospitality Chairman

1. Q. What is there for the hospitality chairman to do besides serving refreshments?
A. See page 96, *first 2 paragraphs*.
2. Q. Should she arrive before the meeting?
A. See page 96, 4 points.
3. Q. After the meeting opens, does she have any duties until it closes?
A. See pages 96 and 97, 3 points.
4. Q. What does she do during the social hour?
A. See page 97, 6 points.
5. Q. With which other committees should she work most closely throughout the year?
A. See page 97, 2 points.

Questions by the National Parent-Teacher Chairman

1. Q. What three main objectives does this committee have?
A. See page 134, *last paragraph*.
2. Q. What are the principal values of the *National Parent-Teacher*?
A. See page 134.
3. Q. How may the Magazine be promoted in the parent-teacher meeting?
A. See page 135.
4. Q. What business may be properly carried on at the *National Parent-Teacher* committee meeting?
A. See page 135.
5. Q. What other committees may be of valuable assistance to this committee?
A. See page 135, *points 2, 3, and 4*.
6. Q. How may the interest of former subscribers be sustained?
A. See page 136.
7. Q. What cooperation from me will be expected by state, district, regional, and council Magazine chairmen?
A. See pages 136 and 137.
8. Q. Who, especially, in our association should subscribe to the *National Parent-Teacher*?
A. See page 137.

The special free allotment of copies of the *Manual* has been distributed. Extra copies are available at a nominal cost to make it possible for local chairmen as well as local presidents to have access to this helpful publication. Write to your state congress office for information.

MRS. ALBERT L. GARDNER
National Chairman, Publications Committee

COMRADES IN SERVICE

THESE are confusing times even for people whose domestic arrangements and habits of daily life have not been seriously disrupted by the demands of war and defense. They are extremely confusing times for the people who have undergone unexpected changes in their general circumstances and unprecedented demands upon their ability to adjust to new conditions.

The families of men in the armed services; the families of workers in defense industries, who often find themselves rooted up almost overnight and transferred to life in communities utterly strange to them; the multitudes of women who have newly discovered leisure due to the suddenly increased earning power of their husbands—all these groups are in immediate need of a constructive outlet for their energies and talents, and they are in equally great need of companionship and shared endeavor to tide them over the difficult period of readjustment.

What better solution can be offered them than active membership in the parent-teacher association? Comradeship in service of the highest and most constructive type; congenial work to suit every individual capacity; the deep and abiding satisfaction that lies in the sure knowledge of one's usefulness and value to the nation—these are the rewards of parent-teacher participation.

It is the pleasant duty of each one of us, as a parent-teacher member and as a good neighbor, to pass on to as many men and women as possible the good tidings of the P.T.A.'s unlimited possibilities for service. Our membership has already increased greatly; it will increase more and more as we acquaint our neighbors with all it has to offer.

This is an hour of great urgency and need. Let us seek to bring in our neighbors to our aid, that parents and teachers, comrades in service to America wherever her banner flies, may form an unbroken line of service and help. We have room for every newcomer, a task for every hand. Many are still asking, "What can I do to help?" It is our responsibility and our high privilege to answer that question wherever it is heard.

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AMERICAN EDUCATION WEEK

November 8-14, 1942

WITH the general theme "Education for Free Men," the first wartime observance of American Education Week will be held November 8 to 14, 1942. Growing out of conditions in American education revealed by the draft examinations of World War I, American Education Week, sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers, has become a highly significant national institution.

The daily topics for this year are as follows:

- Renewing Our Faith
- Serving Wartime Needs
- Building Strong Bodies
- Developing Loyal Citizens
- Cultivating Knowledge and Skills
- Establishing Sturdy Character
- Strengthening Morale for Victory

"A good American Education Week program," says the *Journal of the National Education Association*, "does two things: (1) By every channel available it carries the message of the schools to the people where they are, and . . . (2) it brings the people to the schools in as large numbers as possible, so that they will personally see the schools in action." It is emphasized that sound programs of educational public relations were never so urgently needed as now, when every effort must be made to lift the national standard of education to the highest possible level and maintain it there for the duration of the war in spite of all the untoward factors that will be encountered.

Local preparations for the observance of American Education Week will profit greatly by advance planning. Consultation between school personnel and local P.T.A. leaders, with definite plans to bring into the schools as many of the community's parents and citizens as possible, will help.

Congress Publications Aid Observance of American Education Week

Special attention is called to the value of the following National Congress publications as aids to building programs in observance of American Education Week: *Schools for Democracy*; *Community Life in a Democracy*; *The P.T.A. in Community Service*; *We, the Citizens*; the *Findings* of the national convention; and articles that have appeared and are appearing in the *National Parent-Teacher*.

COMMUNITY LIFE IN A DEMOCRACY

TO EVERY state congress of parent-teacher associations today has come a new and intensified realization of the problems that confront such an organization in a time of world conflict and distress. To maintain community life all over America at a level high enough to insure the continuance of the ideals and practices of American democracy is a task that demands the utmost from every citizen; but upon the parent-teacher association is laid an additional responsibility—the responsibility of looking to the future, of "building tomorrow today."

The new book *Community Life in a Democracy* is the answer of the National Congress of Parents and Teachers to the nation-wide cry for adequate leadership in community service. Thoroughgoing knowledge of the problems involved, sound and abundant information concerning the facilities that exist for their solution, and vision to discern the possibilities that lie ahead, as yet unrealized—these are the needs of the hour; and in all three directions this new parent-teacher publication offers substantial and reliable guidance. Parent-teacher study groups, in particular, will find *Community Life in a Democracy* filling many a long-felt need.

The chapters are:

1. A Close-Up of Modern Main Street
2. The New Birth of Community Consciousness
3. Life Takes the Family Pattern
4. Linking the Schools with Life
5. Religion and the American Dream
6. Treasures for the Taking
7. For the Common Good
8. Character on the American Plan
9. Health for Democracy's Children
10. To Guide the Growing Personality
11. The Unending Quest for Knowledge
12. For Whom the Trail Is Steep
13. Invaders of the Children's World
14. The Unifying Bonds of Recreation
15. The Community Watches Its Step
16. The Culture of Communities
17. On the Vocational Outlook
18. The P.T.A. Keeps Faith with America
19. Surveying the Community

Each chapter has been written by a recognized authority in the field, with strong emphasis on the role of the parent-teacher association; each is accompanied with a study guide of questions and references to simplify use of the volume as a study text. No better guide for the parent-teacher study group could be devised.

COMMUNITY LIFE IN A DEMOCRACY is edited by Mrs. J. W. Bingham, vice-president of the National Congress of Parents and Teachers and chairman of the special committee on Congress Publications. It contains 256 pages. The price per copy is \$1.

WORLD GOVERNMENT DAY, November 11

The National Peace Conference is again sponsoring the observance of World Government Day, November 11, 1942. An invitation to participate has been sent by the Conference president, S. M. Keeny, to "all organizations with an interest in world affairs." Suggestions for promotion of the observance include study and discussion groups; publicity obtained through the press, the pulpit, and the schools; and the establishment of definite programs. "The National Peace Conference is not promoting any particular plan or blueprint of world organization," says the release. "Our aim is . . . the creation of an intelligent, informed public opinion."

THE National Parent-Teacher is an appropriate gift to a young mother whose husband is in one of the armed services. She will welcome the series of articles on "Babies in Wartime."

NOW IS THE TIME

Have you examined our Magazine lately? If not, do so—and see what you've been missing. Look at its rich variety of offerings both general and related to the war effort; note the outstanding articles contributed to the October issue by men and women of ideas who share those ideas with America through the pages of the *National Parent-Teacher*. And watch for November's P.T.A. Frontiers, where you'll learn of a totally new service given by the P.T.A. to our boys in the armed forces. These are only a few brief items in a long list of treasures. Every local unit everywhere in the United States should have the Magazine. Let's make our coverage 100 per cent. Subscribe now to the *National Parent-Teacher*!

